

Development of Basic Communication Counseling Skills Video for PGSD Students of STKIP Muhammadiyah Manokwari

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Abstract: Abstract: This study aims to determine; (1) A description of the PGSD student's needs of STKIP Muhammadiyah Manokwari towards mastering basic communication counseling skills consisting of attending, empathy, and minimal encouragement. (2) Video prototype of basic counseling communication skills, in the form of attending, empathy, and minimal encouragement skills. (3) The acceptance of video in the form of attending, empathy, and minimal encouragement skills. This research is research and development using the stages of the Borg & Gall research model. Data collection techniques used were interviews and scale. The results showed that; (1) The needs of PGSD STKIP Muhammadiyah Manokwari students for the development of video basic counseling communication skills such as attending skills, empathy, and minimal encouragement are very large. (2) The developed video prototype is valid and acceptable so that it can be used in instructional learning and counseling. (3) The acceptance of the video given to 10 students and 1 lecturer of BK courses in a small group test shows a very positive (high) response.

Keywords: video; basic counseling communication skills; attending empathy; minimum encouragement.

Abstrak: Penelitian ini bertujuan untuk mengetahui; (1) Gambaran kebutuhan mahasiswa PGSD STKIP Muhammadiyah Manokwari terhadap penguasaan keterampilan dasar komunikasi konseling yaitu pada keterampilan *attending*, empati dan dorongan minimal. (2) *Prototipe* video keterampilan dasar komunikasi konseling yaitu pada keterampilan *attending*, empati dan dorongan minimal. (3) Keberterimaan video keterampilan *attending*, empati, dan dorongan minimal. Penelitian ini adalah penelitian pengembangan dengan menggunakan tahapan penelitian dari Borg & Gall. Teknik pengumpulan data yang digunakan adalah dengan wawancara dan skala. Hasil penelitian menunjukkan bahwa; (1) Kebutuhan mahasiswa PGSD STKIP Muhammadiyah Manokwari terhadap pengembangan video keterampilan dasar komunikasi konseling yaitu pada keterampilan *attending*, empati dan dorongan minimal adalah sangat besar. (2) Prototipe video yang dikembangkan telah *valid* dan *acceptable* sehingga dapat digunakan dalam pembelajaran mata kuliah BK. (3) Keberterimaan video yang diberikan kepada 10 orang mahasiswa dan 1 orang dosen mata kuliah BK dalam uji kelompok kecil menunjukkan respon yang sangat positif (tinggi).

Kata kunci: video; keterampilan dasar komunikasi konseling; attending; empati dan dorongan minimal



INTRODUCTION

Guidance and counseling services are not only at the secondary school level but also in primary school, every elementary school ideally has a school counselor. It has been explained in (Permendikbud Nomor 111 Tahun 2014) that guidance and counseling services are carried out in education units ranging from elementary to high school. In that condition, there is no counselor assigned to elementary school. Guidance on elementary students is carried out by classroom teachers, while close contact between teacher and student is an important source in guidance and counseling services and is a major force for preventing psychological problems and student behavior (Lin & Chen, 2016); (Simuforosa & Loveness, 2017). Based on Permendiknas Number 35 in 2010 concerning Technical Guidelines for the Implementation of the Teacher's Functional Position and Credit Score that for classroom teachers, besides having to carry out the learning process, they are also obliged to carry out guidance and counseling programs for students in the classes as a part of their responsibility, (Kementrian Pendidikan dan Kebudayaan, 2016); (Widada, 2015). In line with that statement, (Martanti, 2015) also revealed that the class teacher is not only responsible for learning problems but also plays a role in controlling student behavior to achieve optimal development. Almost all problems related to elementary students are solved by the class teacher.

The students' needs for guidance and counseling services from counselors at the elementary level are needed. This is because elementary students are at the age of 7-12 years. This phase is a golden period in child development. At the age, it requires the recognition and formation of good behavior. Guidance and Counseling in elementary school have a preventive function, facilitating students in learning everyday life skills, forming positive attitudes and habits so that students become independent. But the problem faced now is the lack of understanding and ability of teachers in elementary schools to design and implement activities and strategies in guidance and counseling for the students (Suryahadikusumah & Dedy, 2019); (Onyango, Aloka, & Raburu, 2018); (Mulyadi, 2019).

Starting from the statement in the previous paragraph, students at the university

are prospective teachers who need to get provisions related to life skill-based service strategies, including being able to facilitate and help students who are experiencing problems. So they need to have an understanding of aspects of development and the factors that influence it and can make efforts to prevent developmental problems in children both physically and mentally. So hopefully, elementary students can adjust to the school environment, family, and society. (Latifa, 2017). As students at university, they should learn about guidance and counseling, the basic concept of guidance and counseling with the intention of understanding character development strategies for teaching students in the primary school (Sedanayasa, 2015). The importance of providing knowledge related to guidance and counseling services for teachers and prospective elementary school teachers as mandated in Permendikbud No. 111 of 2014. Stated by (Yeung-Lai, 2014) that the teacher has many roles to do. To fulfill their role professionally, teachers must be competent in their responsibilities to students, such as inside and outside the classroom. One of the important teaching roles is to provide guidance and counseling to students.

The above opinion confirms that guidance and counseling services are very important to be provided and cannot be separated in the education process. Some research that has been done states that classroom teachers find several obstacles; (1) lack of in-depth knowledge about the school, (2) a rather heavy class teacher burden, as evidenced by the dense teaching schedule document (Khabibah, 2017). Yeung found that teachers had various training needs, as well as strengths that needed to inhibit problems about carrying out the guidance and counseling role in school (Yeung-Lai, 2014). Because of elementary school teachers are required to carry out the BK function in primary schools, communication skills are important to master. A teacher's failure to communicate will hinder the formation of mutual understanding, cooperation, tolerance, and the implementation of social norms. If related to counseling activities, failure or success of the communication process affects the development of counselor and counselee relationships, self-development, and solving the counselee problem (Hariko, 2017). Because communication skills are the key to successful counseling and guidance services. So the basic skills of

counseling communication are very important to develop. Basic counseling communication skills are a determining factor in creating counseling relationships. These skills can also be very powerful stimuli in arousing counselee openness (Anas, Iskandar, & Zulfiah, 2018). Based on this explanation, primary school teachers need to be equipped with basic counseling communication skills that can be used in line with their class assignments, namely providing teaching materials as well as guidance. Communication skills are soft skills for teachers in their role in the school. These skills are attending skills, empathy, and minimal encouragement (Nirmala, 2017); (Kalsum, 2018); (Fanareza, 2019).

This study aims to provide an understanding of elementary school teachers to practice basic communication counseling skills, especially in the skills of attending, empathy, and minimal encouragement through video. Skills are given to prospective elementary school teachers because these skills are the most basic in communication counseling. Besides, this skill is used directly in teaching and guiding in the classroom. When students' expectations are taken into consideration (notice), it appears that students will utilize the guidance and counseling services (Çetin & Eskicumalli, 2016); (Batubara & Ariani, 2018).

Based on the results of need assessment at STKIP Muhammadiyah Manokwari related to the needs of guidance and counseling courses, information is obtained that references related to counseling guidance are still lacking, there are no supervisors of BK subject courses with a Bachelor of Counseling Guidance background. Based on these conditions, the provision of material in this course becomes inefficient. Therefore, this study aims to develop learning materials for guidance and counseling courses with basic communication skills counseling materials that consist of attending, empathy, and minimal encouragement skills in the form of videos. The development of this teaching material aims to provide an easier and clearer understanding of the counseling guidance material.

METHOD

This research was conducted using the "Research and Development" approach by Borg

and Gall (Borg & Gall, 2003). The development steps consisted of (1) Initial research and information gathering (2) Development Planning (3) Initial Product Development (4) Early Field Test (5) Revision I (6) Small Group Test (7) Revision II.

This research is located at STKIP Muhammadiyah Manokwari, conducted on PGSD study program students, where observations and interviews have been conducted to obtain accurate information about students' needs for mastering basic communication skills in counseling especially the skills of attending, empathy and minimal encouragement. The STKIP Muhammadiyah Manokwari was chosen as a place of research because it is a higher education institution that prepares and prints prospective teachers, including elementary teacher candidates.

The sample selection technique is purposive sampling. The technique is done by taking subjects not based on strata, random, or region but based on the existence of certain objectives. Based on this the researchers chose a sample of 10 students as a small group trial, which will get video material skills. Also conducted on 1 lecturer supporting guidance and counseling courses as potential users of this product. Data collection was carried out using two types of instruments, namely interviews and scale. Data analysis techniques using qualitative descriptive analysis and quantitative descriptive. The answers obtained through the checklist are added up or grouped according to the form of the instrument used. The questionnaire used in this study was a questionnaire in the form of yes and no answers, then presented using the Guttman scale formula. Answers from respondents can be made the highest score of "one" and the lowest score of "zero", for alternative answers on a scale. The researcher sets the category for each positive statement, namely Yes = 1 and No = 0, while the category for each negative statement is Yes = 0 and No = 1. An explanation of the scoring method in this study can be seen in Table 1.

Table 1. Guttman Scale scoring

Answers	Answer score	
	Positive	Negative
Yes	1	0
No	0	1

RESULTS AND DISCUSSION

1. Description of the need for developing a video on basic communication counseling skills for PGSD STKIP Muhammadiyah Manokwari students

The study begins with a need assessment. The needs assessment is carried out to find out the initial description of the students' needs for the video, also discusses the obstacles experienced by lecturers who support guidance and counseling courses. Need assessment is done in two ways; interviewed the head of the PGSD study program and lecturers and counselors and distributed a needs analysis questionnaire to students regarding basic counseling skills.

Based on the results of the need assessment, the researcher concluded that the instructional video for guidance counseling was needed, not only by lecturers on guidance and counseling but also students at the university. Therefore it is important to design and develop the video. The results of the video development will be used by lecturers of guidance and counseling courses in providing learning materials about basic communication counseling skills, especially the skills of attending,

empathy, and minimal encouragement both in theory and practice.

2. Video prototype of basic counseling communication skills on the skills of attending, empathy, and minimal encouragement.

The developed media is a learning media consisting of videos and guidebooks for lecturers and students. Skill videos contain scenes that illustrate the practice of all three skills. Besides containing the right scenes, it also contains less precise scenes so students are expected to be able to compare them right away and use the right skills as a reference to practice. The guidebook contains steps for implementation, materials, tools, and materials needed as well as time allocation. Guidebooks consist of 2 types; the first is for lecturers who support BK courses, and the second is a guidebook for students.

To see the feasibility of the video and the guide is validated by experts (expert judgment) in fields related to video development, namely the field of guidance and counseling as well as from curriculum experts and educational technology. Here is a table of results of expert validation analysis:

Table 2. The Results of Utility Assessment: Video and Manual Book For Lectures and Students

Statement	Usability level			Total	%	Information
	Expert 1	Expert 2	Expert 3			
1	4	4	4	12	100	Strongly Agree
2	4	4	4	12	100	Strongly Agree
3	3	4	4	11	91.67	Strongly Agree
4	3	4	4	11	91.67	Strongly Agree
5	3	4	4	11	91.67	Strongly Agree
6	3	4	4	11	91.67	Strongly Agree
7	3	4	4	11	91.67	Strongly Agree
Total	23	28	28	79		
%	82.14	100	100		94.05	Strongly Agree

Note: (a) Scale 1: Not useful; (b) Scale 2: Not useful; (c) Scale 3: Use; (d) Scale 4: Very useful.

Practical guidance tested by; Dr. Abdullah Pandang, M.Pd as the first expert as a Guidance

and Counseling expert, the total assessment was 23 (82.14%). For the second expert; Dr. Arnidah, M.Sc as an Education Curriculum & Technology expert gave a total assessment of 28

(100%). Third expert; Dra. Sitti Darmawati as a practitioner in the school gave a total assessment of 28 (100%). For each statement item data is obtained; the first and second statements are 100%, while the third to the seventh statements have the same value of 91.67%. The average of the usability test results is 94.05%, so it can be concluded that the video and its guidebook have

a very good level of use for lecturers of guidance and counseling courses and also for students, in helping to understand the concepts.

Next, a feasibility test is carried out, namely the activity of analyzing, reviewing, and researching the product to be produced to give a picture of feasible or not feasible.

Table 3. The Results of Feasibility Assessment: Video and Manual Book For Lectures and Students

Statement	Feasibility level			Total	%	Note
	Expert 1	Expert 2	Expert 3			
1	3	4	4	11	91.67	Very Decent
2	3	4	4	11	91.67	Very Decent
3	3	4	4	11	91.67	Very Decent
4	3	4	4	11	91.67	Very Decent
5	3	4	4	11	91.67	Very Decent
Total	15	20	20	55		
%	75	100	100		91.67	Very Decent

Note: (a) Scale 1: not feasible; (B) Scale 2: Inadequate; (c) Scale 3: Eligible; (d) Scale 4: very decent

The results of the feasibility test assessed by the three experts above on the 5 item acceptability statement for the feasibility of the video, where each statement is given a scale 1-4 obtained results of the assessment where most of the ratings are on a scale of 3 and 4. For a scale of 3 namely agree, eligible, and use. While on a scale of 4 in the due diligence is strongly agree, very decent and very useful. The video feasibility test statement along with the practical guidelines for using it are explained as follows; first expert Dr. Abdullah Pandang, M.Pd as an expert in Guidance and Counseling obtained a value of 15 (75%), the second expert Dr. Arnidah, M.Sc as an expert in Curriculum and Educational Technology assessed 20

(100%) and third expert Dra. Sitti Darmawati as a practitioner at the school assessed 20 (100%). For each statement obtained data; the first statement until the fifth statement obtained the same value that is 91.67%, so the average of the results of the feasibility test was 91.67%. The results of the grading scale provided by experts concluded that the video and the guidebook had a very good level of feasibility for guidance and counseling lecturers as well as for students to understand the theory and practice of basic counseling communication skills.

Next is the accuracy test, which is testing the product from the aspects of the suitability of student development, field conditions, and suitability of the needs of the product. The results can be seen on table 4.

Table 4. The Results of Accuracy Assessment: Video and Manual Book For Lectures and Students

Statement	Level of Accuracy			Total	%	Note
	Expert 1	Expert 2	Expert 3			
1	3	4	4	11	91.67	Very suitable
2	3	4	4	11	91.67	Very suitable
3	3	4	4	11	91.67	Very suitable
4	3	2	4	9	75	Suitable
5	3	4	4	11	91.67	Very suitable
Jumlah	15	18	20	11		
%	75	90	100		88.33	Very suitable

Note: (a) Scale 1: Not suitable; (b) Scale 2: Less appropriate; (c) Scale 3: Appropriate; (d) Scale 4: Very suitable

The assessment given by the expert contained 5 items of acceptability statements for the accuracy of video media, each statement

gave a scale of 1-4. The results of the assessment given by experts are mostly on the scale of 3 and 4. Only on the fourth statement by

the experts in Curriculum and Educational Technology are given a score of 2. For the rating scale 3 is to agree, to have, and to use, whereas for scale 4 is to strongly agree, very have and very useful. For scale 2 is not agree, do not have, and do not use. Accuracy assessment by the first expert Dr. Abdullah Pandang as a counseling expert (BK) gave a score of 15 (75%), the second expert Dr. Arnidah, M.Sc as the Curriculum and Educational Technology expert gave a value of 18 (90%), and the third expert Dra. Sitti Darmawati as a practitioner in the school gave a score of 20 (100%). Whereas for each statement obtained data; the first, second, third, and fifth statements have the same value of 91.67%, while for the fourth statement the value is 75%. The average accuracy of the test results was 88.33%. From the results of the assessment given by experts, it was concluded that the skill video along with the practical handbook of its use had a good level of accuracy for the BK course lecturers and students in helping to understand the theory and practice of the basic communication counseling skills.

The results of the acceptability assessment regarding the usefulness, feasibility, and accuracy of the video provided by the three experts, concluded that the video basic counseling communication skills consisting of attending skills, empathy and minimal encouragement are feasible to be used by BK lecturer lecturers and students in helping to understand basic communication skills material the counseling.

The results obtained from the validation of the three experts generally appreciated this video because it was easy to understand and practice, so the video was feasible to be tested in the field but still needed to be improved according to the advice given. This is seen based on the results of the validity test that has been done and used as material for video media revision and guidelines before being tested on large groups

3. Acceptance of videos: Attending skills, Empathy, and Minimal encouragement for PGSD Students at STKIP Muhammadiyah Manokwari.

To see the acceptance and response of students to learning by using video skills of attending, empathy, and minimal encouragement, researchers gave a scale that then obtained the results that students responded positively to the video skills used in learning

guidance and counseling courses. From the scale given to students obtained data from 7 questions given there were 6 questions answered by all students (100%). These questions concern the practicality of the video, the language is simple and easy to understand, the video is easy to practice, the video is easy to understand, the video according to student needs, and the feasibility of the video to be accepted as learning material for guidance and counseling courses. As for one question regarding the attractiveness of the video display, there were 7 people (70%) who gave answers to YES. This shows that most of the students stated that this video has a pretty interesting appearance. This shows that this video can be used in teaching BK courses for students.

Responses and suggestions given by students directly stated that counseling guidance courses regarding the practice of certain skills are very interesting if presented in the form of a video like this, because they provide a clear direct picture of the technical implementation of the skills, so students will more easily understand and be able to practice according to examples in the video.

After giving video skills to 10 students, a revision was made based on the results of the validity test and small groups to improve product development, which is expected to produce the final product, the basic video of counseling communication skills consisting of attending skills, empathy and minimal encouragement.

The video acceptance test is conducted on the lecturer of guidance and counseling as a user and it can be concluded that the video, in general, is very good and interesting. The material in the video is very useful for students. Thus, the acceptance of this skill video in terms of both students and lecturers has been very good and can be accepted as learning material in the guidance and counseling subject.

CONCLUSIONS AND SUGGESTIONS

Research conclusions: (1) The description of students' needs for the development of video basic counseling communication skills consisting of attending skills, empathy, and minimal encouragement is very large and very much needed both by lecturer guidance and counseling courses also by students. (2) Video prototype shows; the video developed has been valid and acceptable so it can be used in learning

BK courses. (3) Acceptance of the video is seen from the results of the data analysis of students who take the small group test. Almost all students give a positive response to the video skills used in tutoring and counseling courses.

This shows that the video on basic counseling skills can be accepted and can be used in lecturing the guidance and counseling courses. The acceptance of the video can be seen from the results of interviews with supervisors and counseling lecturers who stated that this video in general is very good and interesting. Various materials in the video are very useful for students to understand the learning material.

Suggestion; (1) The development of counseling communication basic skills video consisting of attending skills, empathy and minimal encouragement must be more developed not only for PGSD students but also in other study programs within the scope of educational science because these skills are very basic communication skills that should be possessed by every educator. (2) The video trial of the skills of attending, empathy, and minimal encouragement can be done on a larger trial group so that the effectiveness of its use can be more tested.

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